Indiana's Response to Intervention Academy

School-Wide Positive Behavior Support

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Components to Consider

- Leadership
- Evidence-based core curriculum, instruction, & interventions/extensions
- Assessment and progress monitoring system
- Data-based decision making
- Cultural responsivity
- Family, community & school partnerships

Integrated System for Academic and Behavioral Supports

Tier 3:
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:
- Small Group

Tier I:
- All Students
- Preventative, Proactive

Intense, Individualized Support

Targeted, Supplemental Supports

Core Curriculum, Instruction, and Learning Environment

Services across tiers are fluid and data-driven

District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team
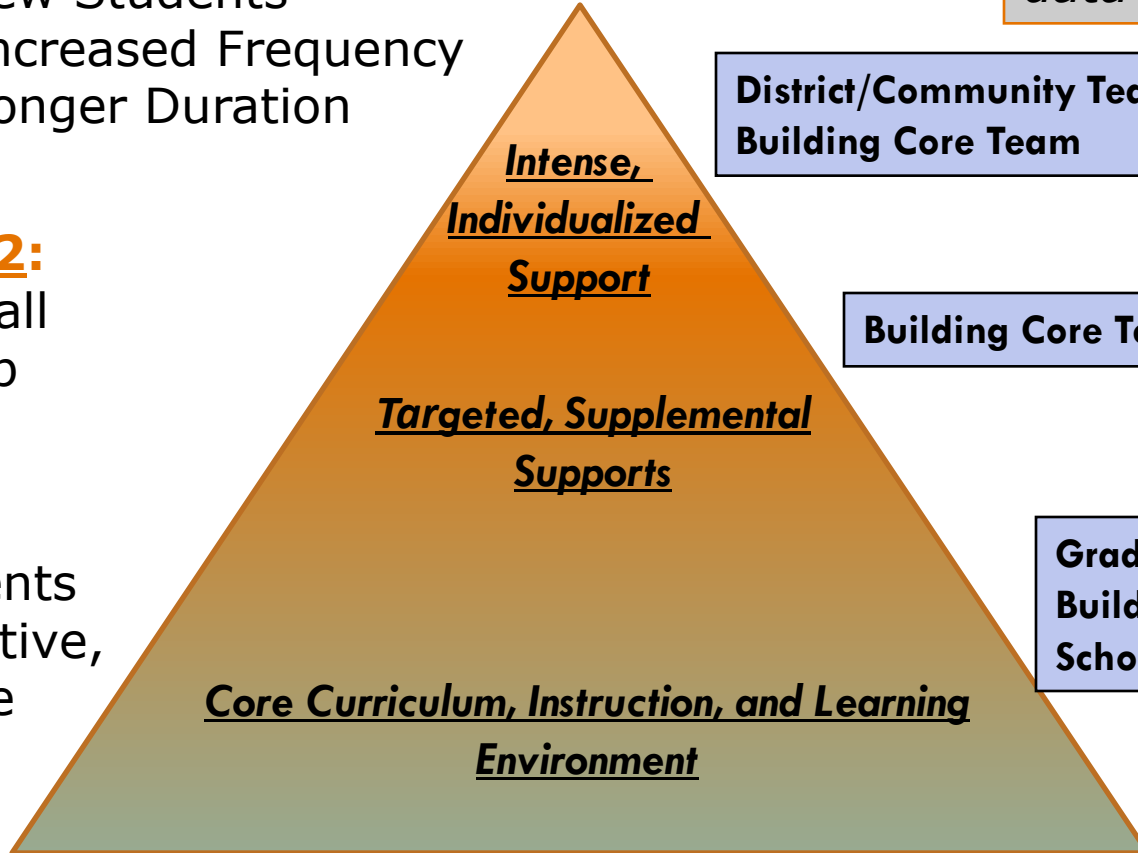
Preview: Connecting My Presentation to Indiana's Vision of RTI

- CMS continually uses data to monitor and adjust instruction.

- PBS is the foundation to ensure effective core instruction.

Six Components of PBS

1. Select and define expectations and routines.
2. Teach behavior & routines directly.
3. Actively monitor behavior.
4. Acknowledge appropriate behavior.
5. Review data to make decisions.
6. Correct behavioral errors.

Select and Define Expectations & Routines

- Choosing main/basic school rules.

- SW-PBS Matrix based on main rules.

- Disseminating info to staff students.

Step 1: What are our school's expectations?

- A problem can be defined as the difference between what we expect and what actually occurs.

- Many problems can be avoided by simply clarifying one's expectations.

Positive Behavior Support at CMS

Choose to be respectful.
       Examples: 1. Raise your hand to talk.
                           2. Hands and feet to self.
                           3. Speak appropriately to others.
       Other examples:

Make responsible choices.
       Examples: 1. Be present at school and on time daily.
                           2. Complete and return all homework.
                           3. Bring appropriate materials to class.
       Other examples:

School Safety.
       Examples: 1. Walk in the hallways.
                           2. Follow directions.
                           3. Be in appropriate area.
       Other examples:

Charlestown Middle School
Positive Behavior Support Matrix

	Cafeteria	Hallway	Locker Bay	Bathroom	Gym – Buses
Choose to be Respectful	1. Be attentive to announcements. 2. Be polite to cafeteria personnel. 3. Stand patiently in line. 4. Use appropriate volume, tone and language.	1. Use appropriate volume, tone and language. 2. Observe other's personal space. 3. Wait in line for the water fountain.	1. Observe other's personal space. 2. Use appropriate volume, tone and language. 3. Handle your locker **ONLY**.	1. Keep bathroom clean.	1. Use appropriate volume, tone and language. 2. Follow directions first time given.
Make Responsible Decisions	1. Have appropriate materials ready.	1. Use the most direct route to destination. 2. Arrive to destination prepared and on time.	1. Be efficient (use time wisely). 2. Get needed materials.	1. Flush. 2. Wash hands. 3. Be efficient (get in and get out).	1. Listen for your bus to be called. 2. Observe school policies.
School Safety	1. **WALK**. 2. Hands and feet to self.	1. **WALK** on the right side of the hallway. 2. Hands and feet to self.	1. WALK. 2. Hands and feet to self. 3. Handle your locker **ONLY**.	1. Be efficient (get in and get out).	1. Choose your seat and stay in it. 2. **WALK** to the bus. 3. Hands and feet to self.

Teach behavior and Routines Directly

- Lesson Plans

- Video

Step One: Introduce the rule.

"Today, we are going to learn about being respectful, responsible and safe during Channel One time."

Q – "What three things are we going to focus on during Channel One?"
A - Respectfulness, responsibility and safety.

"First, what do you think being respectful during Channel One would look like?"
Take student answers, but be sure to make the point that being attentive to Channel One or working quietly and independently shows respect.

"What does being responsible mean?"
Take student answers, but make the point that being in your seat when the bell rings show responsibility.

"Being safe during Channel One time could be demonstrated how?"
Take student answers, but make certain that the issue of having materials in an appropriate location (out of other's way on the floor, etc.) helps everyone to be safe.

Step Two: Demonstrate the rule.

Modeling examples: Tell your students to list the following for each scene –

a. All the things the teacher did that were respectful, responsible and safe.
b. All the things the teacher did that were NOT respectful, responsible and safe.

Model a scene where you walk in and sit in your seat before the bell rings.
Model a scene in which you work quietly on homework while Channel One is playing.
Model a scene in which you toss your books in the aisle to watch Channel One.
Model a scene in which you are talking during Channel One.
Model a scene in which you are in your seat prior to the bell ringing, you sit quietly and watch and you put your books directly under your seat.

After the scenes, process the list of behaviors that were and were NOT respectful, responsible and safe.

Role-plays: Choose 2 to 3 students to participate.
Require one student to demonstrate the skill in response to an example.
Coach students on key expectations (skills) as needed.
Refer to the name of the rule and the expectation when giving feedback.
Never have students model negative behavior; only adults model non-examples.

Step Three: Provide Monitoring and Feedback

Discuss the role-play, focusing on the expectations for the lesson.

•Ask students to indicate or show how they could follow the rule being discussed.

•Encourage and support appropriate responses. Minimize attention to inappropriate responses.

•Repeat key words when discussing the role-play. "That's a good example of what it means to be respectful during Channel One."

Remember to use real situations as examples throughout the day.

•When you see a student meeting an expectation, provide specific praise to the student, "John, thanks for the way you put your books under your seat so no one trips and gets hurt."

•When you see a student who is not following an expectation, stop the student, state the rule, redirect them, ask them to state or demonstrate the expected behavior, watch and give immediate feedback.

PBS at CMS

- Show video

Actively Monitor Behavior

- Active supervision

  1. Positively interact with most students using a variety of interaction types: verbal &/or tangible acknowledgments, variety of students, quick and noticeable

  2. Continuously move throughout area (obvious and unpredictable).

  3. Frequently scan (head up, eye contact with many students, and have an overt body position – this behavior should be noticeable

  4. Use at least 4 positive interactions for each negative student interaction.

Actively Monitor Behavior (continued)

5. Minor rule violations are handled privately, quickly & efficiently and are followed up with a positive contact.

6. School-wide procedures for handling major rule violations are followed.

7. Teacher knows the school-wide expectations and uses them to precorrect and prevent predictable student problem behaviors.

8. Acknowledge at least 5 different students for displays of school-wide expectations.

Acknowledge Appropriate Behavior

- No Salt

- No Sugar

- No Money

Examples of Positive Student Consequences

Phone call/letter to parent/guardian
Homework pass/extension/Forgive a tardy/no materials/etc.
Front of the lunch line pass
Early dismissal to lunch
Ticket/pass to ball game
Pirate Bucks
Lunch w/friend in separate place
After school game time
Music Lounge
Each lunch with staff member
Five minutes of free time
Chew gum pass
Hat day
Extra points on grade
Detention pass
VIP – leave gym early in morning
Acknowledge over announcements/assembly
Let read Project Wisdom/other announcement
Allow student to listen to IPOD/CD player during lunch

Passes

Homework Pass/Test Bonus Points

TO: _____

FOR: _____

_____ _____
Date Valid   Signature

Leave Gym Early Pass

TO: _____

FOR: _____

_____ _____
Date Valid   Signature

Front-of-the-Lunch-Line Pass

TO: _____

FOR: _____

_____ _____
Date Valid   Signature

Game Pass

TO: _____

FOR: _____

_____ _____
Date Valid   Signature

Review Data to Make Decisions

- □ School data analysis

- □ School Evaluation Tool (SET)

School Data Analysis

- Assess behavior data (we use STI) for specific problem areas, individual teachers, individual students, etc.
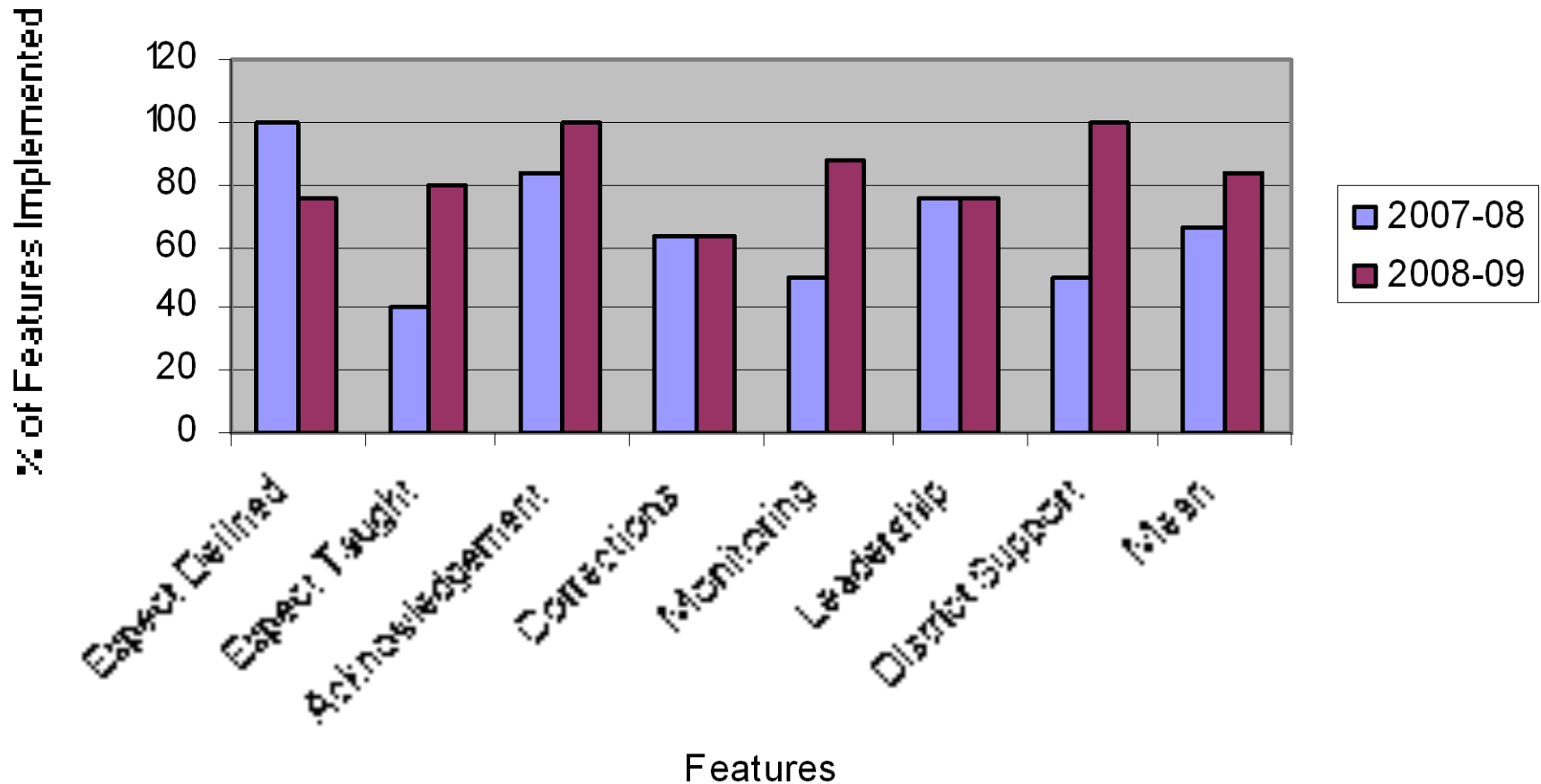
- As a committee, analyze need for adjusting plan.

School Evaluation Tool (SET)

- Are expectations defined?
- Are expectations taught?
- Acknowledgement
- Corrections
- Monitoring
- Leadership
- District Support

School Evaluation Tool (SET)

Correct Behavioral Errors

- Targeting specific behaviors

- Behavior Education Plans (BEP)

Behavior Education Program (BEP)

- Provides daily support and monitoring for students who are at-risk for developing serious or chronic problem behaviors

- 2nd level of behavioral need.

- Improves the overall efficiency of the school-wide procedures.

- Provides daily check-in/check-out system, daily progress report and immediate feedback on behavior AND increases positive adult attention

Resources

- National Center for Positive Behavior Support www.pbis.org

- Effective Educational Practices
  www.successfulschools.org

- Responding To Problem Behavior in Schools, The Behavior Education Program
  Authors: Crone, Horner and Hawken

Take Home: Connecting My Presentation to Indiana's Vision of RTI

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